

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: J. E. B. STUART MIDDLE SCHOOL

District Name: Duval

Principal: Gregory D. Bostic

SAC Chair: Lanita Marshall

Superintendent: Ed-Pratt-Dannals

Date of School Board Approval: November 5, 2012

Last Modified on: 1/9/2013

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Gregory D. Bostic	Master's-Ed Leadership	5	13	<p>2008-2009 School Grade C: *Reading -Three and above 51%, Learning Gains 57%, BQ Learning Gains 66% *Math – Three and above 53%, Learning Gains 70%, BQ Learning Gains 67% *Writing – Three and above 87% *Science – Three and above 27% *All sub-groups did not make AYP in Reading or Math.</p> <p>2009-2010 School Grade C: *Reading -Three and above 51%, Learning Gains 60%, BQ Learning Gains 68% *Math – Three and above 53%, Learning Gains 68%, BQ Learning Gains 68% *Writing – Three and above 87% *Science – Three and above 26% *All sub-groups did not make AYP in Reading or Math.</p> <p>2010-2011 School Grade C:</p>

					<p>*Reading -Three and above 53%, Learning Gains 60%, BQ Learning Gains 73%</p> <p>*Math – Three and above 47%, Learning Gains 63%, BQ Learning Gains 63%</p> <p>*Writing – Three and above 80%</p> <p>*Science – Three and above 23%</p> <p>*All sub-groups did not make AYP in Reading or Math.</p> <p>2011-2012 School Grade C:</p> <p>*Reading-Three and above 39%, Learning Gains 61%, BQ Learning Gains 68%</p> <p>*Math-Three and above 31%, Learning Gains 55%, BQ Learning Gains 61%</p> <p>*Writing—Three and above 81%</p> <p>*Science—Three and above 32%</p> <p>*Algebra 1 EOC—Three and above 51%</p> <p>*All sub-groups did not make AYP in Reading or Math</p>
Assis Principal	Dianne Rahn	Master's -Ed Leadership	4	5	<p>2008-2009 School Grade C:</p> <p>*Reading -Three and above 51%, Learning Gains 57%, BQ Learning Gains 66%</p> <p>*Math – Three and above 53%, Learning Gains 70%, BQ Learning Gains 67%</p> <p>*Writing – Three and above 87%</p> <p>*Science – Three and above 27%</p> <p>*All sub-groups did not make AYP in Reading or Math.</p> <p>2009-2010 School Grade C:</p> <p>*Reading -Three and above 51%, Learning Gains 60%, BQ Learning Gains 68%</p> <p>*Math – Three and above 53%, Learning Gains 68%, BQ Learning Gains 68%</p> <p>*Writing – Three and above 87%</p> <p>*Science – Three and above 26%</p> <p>*All sub-groups did not make AYP in Reading or Math.</p> <p>2010-2011 School Grade C:</p> <p>*Reading -Three and above 53%, Learning Gains 60%, BQ Learning Gains 73%</p> <p>*Math – Three and above 47%, Learning Gains 63%, BQ Learning Gains 63%</p> <p>*Writing – Three and above 80%</p> <p>*Science – Three and above 23%</p> <p>*All sub-groups did not make AYP in Reading or Math.</p> <p>2011-2012 School Grade C:</p> <p>*Reading-Three and above 39%, Learning Gains 61%, BQ Learning Gains 68%</p> <p>*Math-Three and above 31%, Learning Gains 55%, BQ Learning Gains 61%</p> <p>*Writing—Three and above 81%</p> <p>*Science—Three and above 32%</p> <p>*Algebra 1 EOC—Three and above 51%</p> <p>*All sub-groups did not make AYP in Reading or Math</p>
Assis Principal	Kenyatta Wilcox	Master's -Ed Leadership	1	1	First year administrator.
Assis Principal	Georgette Jones		1	1	First year administrator.

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Science	Shaneka Smalls	General Science 5 - 9 Biology 6 - 12	4	1	Establish 2012 school baseline from FCAT 2.0 at 33%. Former assessment of FCAT was 19% for school in 2011.
		Mathematics 5 -			2011-2012 School Grade C: *Reading-Three and above 39%, Learning Gains 61%, BQ Learning Gains 68% *Math-Three and above 31%, Learning

Mathematics	Gregory Sampson	9 Mathematics 6 - 12	5	2	Gains 55%, BQ Learning Gains 61% *Writing—Three and above 81% *Science—Three and above 32% *Algebra 1 EOC—Three and above 51% *All sub-groups did not make AYP in Reading or Math
Reading	Melissa Metz	Education Leadership K-12 Elementary Education K-6 ESOL endorsement Exceptional Student Education K-12	1	2	2011-2012 School Grade B: * Improved school grade from F to B * Reading- Three and above 34%, Learning Gains 76%, BQ Learning Gains 78% * Math- Three and above 42%, Learning Gains 78%, BQ Learning Gains 80% * Writing- Three and above 80% * Science- Three and above 35%

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Principal will monitor new teachers via new teachers program	Principal Administrative Staff	Ongoing	
2	Pair teachers with mentor teachers to provide support (curriculum, instruction, classroom management)	Shannon Mann, PDF Instructional coaches	Ongoing monitoring of completion of MINT Ongoing monitoring of instructional needs by coaches	
3	Provide common planning time to foster collaboration in SLC	Principal	Ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
49	14.3%(7)	8.2%(4)	61.2%(30)	16.3%(8)	32.7%(16)	65.3%(32)	8.2%(4)	0.0%(0)	20.4%(10)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Desire Royal	Phyllis Porter	New math teacher paired with experienced math teacher.	Monthly MINT meetings to include best practices and classroom management strategies.
Richard Grooms	Stacy Whitehead	New math teacher paired with experienced math teacher.	Monthly MINT meetings to include best practices and classroom management strategies.
Richard Grooms	Frederic Douglas	New math teacher paired with experienced math teacher.	Monthly MINT meetings to include best practices and classroom management strategies.
Sandra King	Joshua Bartley	New ESE teacher paired with experienced ESE teacher.	Monthly MINT meetings to include best practices and classroom management strategies.
Sandra King	Tanya Smith	New ESE teacher paired with experienced ESE teacher.	Monthly MINT meetings to include best practices and classroom management strategies.
Deborah Smith	Veronica Martin	New Science teacher paired with experienced Science teacher.	Monthly MINT meetings to include best practices and classroom management strategies.
Pamela Mincey	Sheryl Patterson-Coulibaly	New Social Studies teacher paired with experienced Reading teacher.	Monthly MINT meetings to include best practices and classroom management strategies.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

1. Provide extended learning opportunities for low performing students during and beyond the regular school day.
2. Provide teachers with department training days to enhance skills, knowledge, and abilities to increase student achievement and teacher preparedness.
3. Provide parent trainings to support active engagement and partnership with JEB Stuart Middle School.

Title I, Part C- Migrant

Title I, Part D

Title II

1. Provide substitute teachers for individuals and teams who attend staff development.
2. JEB Stuart Middle School teachers will be professional development opportunities in the following area this school term: RTI, FCIM, Data Disaggregation, Using Data to Improve Instruction, PLC.

Title III

The district will provide educational materials and support services to increase academic achievement of ELL.

Title X- Homeless

Supplemental Academic Instruction (SAI)

SAI funds will be used to supplement the instructional program during and beyond the regular school day.

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Mia Logan-Harris, Guidance Counselor
Melissa Metz, Instructional Coach
Rachel Juchniewicz, English/Language Arts
Shirley Williams, Reading Interventionist
Gregory Sampson, Math Coach
TBD, Math Interventionist
Timothy Graham, Math teacher
Shaneka Smalls, Science Coach
Shelly Diamond-Poole, Science teacher
Chris Fowler, Social Studies teacher
Alexandria Gregory, Chair, Reading teacher

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The RtI team meets monthly to have conversation about the following:

- * Review data and link to instructional decisions
- * Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks at moderate risk or at high risk.

The RtI team will provide a common vision for the use of data-based decision-making, assist the school-based team implementation of intervention support and document requirements, ensure adequate professional development to support

RtI implementation, communicate with parents regarding school-based RtI plans and activities and provide professional development to teachers and staff.

The team also provides quality service and expertise on issues ranging from program design to assessment and intervention with individual students, link community agencies to schools and families to support the student's academic, emotional, behavioral, and social success; provide consultation services to all teachers, parents and administrators.

Furthermore, the team will develop, lead and evaluate the school core content standards/programs, identify and analyze existing literature on scientifically based curriculum/behavior assessment intervention approaches, identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered at risk, assist in the design and implementation for progress monitoring, data collection, and data analysis, participate in the design and delivery of professional development, support the implementation of Tier 1 - 3 intervention plans, provide support for assessment and implementation monitoring.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The team members worked collaboratively with content areas teacher to target specific areas to strengthen as evidenced by FCAT 2.0 results. Teacher development and staff development needs and specific targets for personal growth and collective growth (via content area, grade level and team), to meet or exceed student academic and behavioral needs as indicated in the 2011-2012 School Improvement Plan.

The SIP becomes the guiding document for the work of the school. The ILT (Instructional Leadership Team) will regularly revise and update the plan as the needs of students change throughout the school year.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline data: Pearson Insight, Learning Schedule Assessments, Teacher made Baseline/Posttest, and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), District Benchmark Assessments, Florida Comprehensive Assessment Test (FCAT 2.0), Compass Odyssey Diagnostic, Genesis report for absenteeism, referrals, suspensions
Midyear: FAIR, District Benchmark Assessments, Genesis report for absenteeism, referrals, suspensions
End of year: FAIR, FCAT 2.0, Genesis report for absenteeism, referrals, suspensions
Ongoing Progress Monitoring: PMRN, Curriculum Based Measurement (CBM), FAIR (ongoing formative assessments)
Frequency of data review: The data will be reviewed as quickly as it is available for analysis.

Describe the plan to train staff on MTSS.

Members of the RtI team attended a school-based RtI training provide by district personnel and key staff members will provide training to other members. Ongoing RtI training will occur to staff with fidelity to identify and implement research based interventions to identify and address student needs (academic and behavioral).

Describe the plan to support MTSS.

The department representatives and academic coaches will work with the department chairs and provide support to their fellow colleagues to ensure MTSS implementation with fidelity.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Adminstrators, Instructional Coaches, Guidance Counselor, Department chairs, and Action Team Chairs.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The ILT (Instructional Leadership Team) meets bi-weekly (1st and 3rd Tuesday).

Roles:

Stakeholders work collaboratively to implement literacy initiatives throughout content areas.

Create a learning environment that support literacy and actively engages students and stakeholders.

What will be the major initiatives of the LLT this year?

One of many initiatives for this school year will be to improve performance in all of our AYP subgroups and grade levels by implementing CRISS reading strategies that all teachers can use. Additionally these strategies are taught in Social Studies classes along with an emphasis of reading strategies gained through CAR-PD and FOR-PD. We will also incorporate strategy of the month as outlined by the Read it Forward Initiative.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/6/2012)

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

All academic teachers have a responsibility in teaching reading. Every non-early dismissal Wednesday and every Thursday grades 6-7 will participate in a 45 minutes Academic Enrichment period during their first period class in which the teachers will teach reading to their students. Eighth grade will participate in the Academic Enrichment period for Reading on Thursdays. Lesson plans and training will be provided by the instructional coaches. All departments have created a focus calendar (reading) for their content areas. All teachers have been trained in utilizing the FCIM. All content-area teachers will utilize a reading strategy of the month in their content-areas. Materials, training, and support for the reading strategy of the month will be provide by the instructional coach.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

JEB Stuart is developing an early college and career theme in its academic programs to support high school acceleration programs so students are prepared to enter high school programs ready to succeed.

JEB Stuart offers Algebra 1 and Spanish 1 so students may earn high school credit in middle school.

JEB Stuart has implemented Algebra 1 in the seventh grade to prepare for the offering of Geometry in the 2013-2014 school year.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Students scoring at a satisfactory level will increase to 36% of enrollment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (223)	36% (302)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Complacency/ Lack of motivation (lack of student engagement)	Reward system for high achievement/ gains (in class celebrations) AVID Program To provide a culturally inclusive education that creates a level of acceptance for the student	Teacher AVID Site Team Action Teams: School Culture & Climate, Family & Community, Professional development	Teacher and district made assessments AVID measurement tools Professional development for engaging instruction	Administrative walkthroughs Benchmark testing AVID Initial Self-Study and Certified Self-Study
2	Attendance	Attendance tracking with parent contact after 3 absences, recognition of students with satisfactory attendance, referral to guidance counselor, Full Service Schools, Achievers for Life, and/or other programs as needed	Teacher Guidance Counselor Action Team: School Culture & Climate	Attendance record keeping on Genesis and OnCourse systems	Data monitoring
3	Behavior	School-wide implementation of CHAMPs and Foundations, teacher/classroom rituals, recognition of good behavior	Teachers House Administrators Principal Action Team: School Culture & Climate	Review of referral data	Data monitoring

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Students scoring above satisfactory level will increase by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (113)	23% (193)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lower level text, questioning, and materials	Higher order questioning strategies District and online computer resources as supplemental, high level materials Differentiation of instruction	Teachers Instructional Coach Administration	Informal/formal assessments of student understanding Assessments utilizing higher level material	LSAs Benchmark assessments
2	Complacency/ Lack of motivation (lack of student engagement)	Reward system for high achievement/ gains (in class celebrations)	Teachers House administrators Action Team: School Climate & Culture	Administrative walk-throughs	School assessments Benchmark assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Students making learning gains will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (533)	71% (596)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not improving at pace needed to reach improvement goals	EDGE reading program for students who scored below satisfactory achievement RtI interventions Team-Up after school program Academic enrichment periods to focus on reading skills Reading strategy of the month in all content-areas	Teachers, Reading department RtI Team Team-Up personnel Instructional Coach Instructional Coach	Observation and evaluation of in-school and after-school programs/initiatives	Benchmark tests, school-wide assessments, informal and formal teacher assessments, enrollment in programs
2	Attendance	Attendance tracking with parent contact after 3 absences, recognition of students with satisfactory attendance, referral to guidance counselor, Full Service Schools, Achievers for Life, and/or other programs as needed	Teacher Guidance counselor Action Team: School Culture & Climate	Attendance record keeping in Genesis and OnCourse systems	Data monitoring

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
--	--

2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Students in the bottom 25% making learning gains will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (148)	78% (164)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not improving at a pace need to reach improvement goals	EDGE reading program for students who scored below satisfactory achievement RtI interventions Learning to Finish program for tutoring and motivation Team-Up after school program Academic enrichment periods to focus on reading skills Reading strategy of the month for all content-areas	Teacher, Reading Department RtI team LTF personnel Team-Up personnel Instructional Coach Instructional Coach	Observation and evaluation of in-school and after-school programs/initiatives	Benchmark test, school-wide assessments, informal & formal teacher assessments, enrollment in programs
2	Attendance	Attendance tracking with parent contact after 3 absences, recognition of students with satisfactory attendance, referral to guidance counselor, Full Service Schools, Achievers for Life, and/or other	Teacher Guidance counselor Action Team: School Culture & Climate	Attendance record keeping in Genesis and OnCourse systems	Data monitoring

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # In six years, we will work towards decreasing the achievement gap by 50% in reading for all students.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	44%	49%	54%	59%	64%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Stuart student subgroups by ethnicity not making satisfactory progress in reading will meet new target of 51% (404).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 51% (100) Black: 32% (169) Hispanic: 45% (37) Asian: 41% (10) American Indian: *	White: 58% (115) Black: 43% (227) Hispanic: 57% (47) Asian: 58% (14) American Indian: *

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students showed a decrease in all reporting Categories.	All departments will create focus lessons to address the decrease in all reporting categories	All departments.	PLC meeting, Early release day, and TDE	Data notebooks.
2	Attendance	Attendance tracking with parent contact after 3 absences, recognition of students with satisfactory attendance, referral to guidance counselor, Full Service Schools, Achievers for Life, and/or other programs as needed	Teacher Guidance counselor Action Team: School Culture & Climate	Attendance record keeping on Genesis and OnCourse systems	Data monitoring

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	ELL Learners not making satisfactory progress in reading shall decline for 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (8)	53%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student difficulty with English language based instruction	Monitoring of student progress by Guidance Counselor Differentiated instruction & use of technology to assist student learning Paraprofessional to assist speakers of Spanish as their first language ESOL trained teachers to use appropriate strategies to assist student learning	Teachers Guidance counselor	Teacher teams to monitor student progress	LSA District assessments School assessments Teacher assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	JEB Stuart student subgroups not making satisfactory progress in reading will meet new target of 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
86% (117)	70% (85)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Disabilities interfere with students' ability to function	Teachers will follow accommodation specified on Individualized Education Plans	Teacher, Support Facilitator, House Administrator	Review of IEPs, classroom observation by Support Facilitator	Documentation of accommodations provided
2	Students not improving at a pace need to reach goals	EDGE reading program for students not at satisfactory achievement RtI interventions During & after school programs: Learning to Finish, Team-Up	Teacher, Support Facilitator, LTF personnel, Team-Up personnel	Observation of programs, analysis of data from assessments, monitoring enrollment in school programs	Informal and formal assessments, school-wide assessments, Benchmark test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Economically disadvantage students not making satisfactory progress shall decline to 52% in 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (436)	52% (345)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inability to purchase materials for classes	Provide materials whenever possible, make allowances for substitute materials when needed	Teacher	Observation of students in classroom	Check of student materials
2	Attendance	Attendance tracking with parent contact after 3 absences, recognition of students satisfactory attendance, referral to guidance counselor, Full Service Schools, Achievers for Life, and/or other programs as needed	Teachers Guidance counselor Action Team: School Culture & Climate	Attendance record keeping in Genesis and OnCourse systems	Data monitoring

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Strategy Focus Lesson	PLCs	Principal, Assistant Principals, Instructional Coach	All ELA teachers	Bi-Monthly	CWT	Instructional Coach, Assistant Principals
Unpacking the Benchmarks	6-8	District Coach	All core teachers	1st Quarter	CWT	Principal, Assistant Principals
Differentiated Instruction	6-8	Assistant Principals, Instructional Coach	All core teachers	Ongoing	CWT	Instructional Coach, Assistant Principals
Data Analysis	6-8	Principal, Assistant Principals, Instructional Coach	All teachers	Quarterly	Assessment reports	Instructional Coach, Assistant Principals, Data Action Team
Content-Area Reading Strategy of the Month	6-8	Instructional Coach	All content-area teachers	Monthly	CWT	Instructional Coach, Assistant Principals

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking.				
CELLA Goal # 1:		*		
2012 Current Percent of Students Proficient in listening/speaking:				
*				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.				
2. Students scoring proficient in reading.				
CELLA Goal # 2:		*		
2012 Current Percent of Students Proficient in reading:				
*				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

No Data Submitted

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	*
--	---

2012 Current Percent of Students Proficient in writing:

*

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Middle School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	For the 2012 - 2013 school year, students scoring at a satisfactor level of achievement will increase from 23% to 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (201 students)	31% (260 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student's prior knowledge	Differentiated instruction Focus lessons under the FCIM model Double block scheduling so students have the same teacher for their regular and intensive math class	Teachers Instructional Coach Administrators	PLC plus to assess and review student performance LSA District wide assessments School assessments based upon focus lessons Observation & student conversations	LSA District assessments, Fall/Winter/Spring Benchmark assessments, School based focus lesson assessments, Teacher made assessments
2	Class size	Differentiated Instruction utilizing computer-based resources: Compass Odyssey, Gizmos, Insight plus internet based websites.	Individual Teachers	Student growth as measured by assessments and observed in classwork	LSA District assessments, Fall/Winter/Spring Benchmark assessments, School based focus lesson assessments, Teacher made assessments
3	Motivation, attendance, behavior	Well designed lesson plans that provide engaging instruction Data chats with individual students as students monitor their own data Parent contacts as needed Well-established classroom rituals and routines	Teachers Instructional Coach Assistant administrators	Observation PLC plus to review student performance Monitor absent & tardy statistics	Attendance statistics Referral statistics Lesson plan rubrics

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	For 2012 - 2013, all students at JEB Stuart Middle School will take the FCAT.
---	---

2012 Current Level of Performance:	2013 Expected Level of Performance:
*	*

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Students scoring above a satisfactory level of achievement (Levels 4 & 5) will increase from 7% to 10% in the 2012 - 2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (61)	10% (84)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need enrichment activities to maintain or increase their current level of performance	Extra support by resources and math coach, utilizing small group instruction	Math Coach, Math Teachers	Classroom Walk-Throughs	LSA Distric assessments Benchmark Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	For 2012 - 2013, all students at JEB Stuart Middle School will take the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
*	*

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percentage of students making learning gains in mathematics will increase from 55% to 65%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (481)	65% (545)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Times that are available for tutoring students	Team up Learning to Finish Planning period pull out	Principal Grade Level Assistant Principals	Review Data Academic Enrichment Data Chapter Pre and Post Test Benchmarks Focus Walks Compass Odyssey Florida Achieves	Exit Cards Assessments Benchmarks Focus on Improvements and Self Assessments
2	Reading Skills	Content Area Reading strategies to teach students how to decode word problems and understand technical text such as math books	Instructional Coaches Administrators	PLC plus groups of teachers Lesson planning RTI interventions	School assessments of FCIM focus lessons LSA District assessments RTI progress monitoring
3	Motivation, attendance, behavior	Well designed lesson plans that provide engaging instruction Data chats with individual students as students monitor their own data Parent contacts as needed Well-established classroom rituals and routines	Teachers Instructional Coach Assistant administrators	Observation PLC plus to review student performance Monitor absent & tardy statistics	Attendance statistics Referral statistics Lesson plan rubrics

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	For 2012 - 2013, all students at JEB Stuart Middle School will take the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
*	*

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	For the 2011-12 JEB Stuart will increase the percentage of students in Lowest 25% making learning gains in mathematics from 63% (460) to 73% (552).
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (460)	73% (552)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student lack of prior math knowledge	Extra support provided by teacher in small group setting Differentiated instruction	Math Coach, Teacher	Classroom Walk-through	Lesson plan, interactive math notebooks

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal # By 2016 - 2017, the achievement gap will decrease to 13%. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	44%	47%	52%	57%	63%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Student subgroups not making satisfactory progress will decrease to 47% White, 58% Black, 44% Hispanic, and 42% Asian.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 64% (132) Black 73% (395) Hispanic 59% (51) Asian 35% (9)	White 47% (90) Black 58% (285) Hispanic 44% (33) Asian 42%(12)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of basic skills	Push-in/pull out Teachers using centers Use of technology Use of manipulatives	Principal Math Chair Math Coach	CWT's PLC Data Chats	Teacher assessments 2012 FCAT Exit Cards Assessments Benchmarks Focus on Improvements and Self Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	English Language Learners (ELL) not making satisfactory progress in mathematics will be 59% for 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (5)	59% (7)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student difficulty with English language based instruction	Monitoring of student progress by Guidance Counselor Differentiated instruction & use of technology to assist student learning Paraprofessional to assist speakers of Spanish as their first language ESOL trained teachers to use appropriate strategies to assist student learning	Teachers Guidance counselor	Teacher teams to monitor student progress	LSA District assessments School assessments Teacher assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Students with Disabilities not making satisfactory progress in mathematics will decrease from 66% in the 2012 - 2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
89% (119)	66% (80)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of basic skills	Push-in/pull out Use of technology	Principal ESE Teacher	CWT's PLC Data Chats	Teacher assessments
2	Students lack of technical reading skills	Essential Reading Focus Lessons	Math Teachers	CWT's PLC Data Chats	Teacher assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Economically Disadvantaged students not making satisfactory progress in mathematics will decrease to 54% in the 2012 - 2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (493)	54% (358)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of answering high order questions	Essential Reading Focus Lessons	Math Teachers	CWT's PLC Data Chats	Teacher assessments
2	Students lack of basic math skills	Push-in/pull out Use of technology	Principal ESE Teacher	CWT's PLC Data Chats	Teacher assessments

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	Students scoring at Achievement Level 3 in Algebra will increase from 48% to 58%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (52)	58% (77)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of foundational skills to understand algebraic concepts	Focus lessons Differentiated instruction Small group instruction to address student misunderstandings Double-block of instruction so students have instruction every day with the same teacher Use of technological resources	Algebra teachers Math chair Math coach	PLC plus meetings to review data and student progress FCIM focus lessons	Benchmark assessments LSA District assessments Teacher assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Students scoring at or above Achievement Level 4 in Algebra will increase from 4% to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4 (4%)	10% (13)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Need for enrichment activities	Use of computer technology: Compass Odyssey, Gizmos and internet based resources Small group work in extended areas	Algebra teachers Math chair Math coach	PLC plus collaboration of algebra teachers Data chats	Benchmark assessments

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	JEB Stuart Middle School does not offer geometry.

2012 Current Level of Performance:		2013 Expected Level of Performance:		
*		*		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	JEB Stuart Middle School does not offer geometry.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
*	*			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

End of Geometry EOC Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Early Release Training: Avid strategies, Data review, RTI, Differentiated Instruction	All grade levels	PDF: Ms. Mann	Math Department, all faculty	Every other Wednesday through out year	Classroom Walk-Throughs Administrator observations	Math Coach Math Chair Administrators
PLC plus	6th grade	District staff	6th grade PLC	Sept - Feb	Classroom Walk-Throughs Student portfolio review	Math Coach Math Chair Administrators

Math strategies	All grade levels	Math Chair	Math Department	Tuesday mornings through out year	Data chats Classroom Walk-Throughs	Match Coach Administrators
FCIM focus lessons	All grade levels	Math Chair Math Coach	Math Department	Quarterly TDE day	Classroom Walk-Throughs Data monitoring	Math Coach Math Chair Administrators

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Agile Mind for Algebra 1	District authorized web- based program	Title 1 funds	\$15,000.00
			Subtotal: \$15,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
TDE for planning	Release time for teachers	General Budget	\$3,000.00
			Subtotal: \$3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$18,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal # 1a:		For the 2012-12 J. E. B. Stuart 8th graders will increase achieving proficiency (FCAT Level 3) in science from 33% (97) to 40%(83).			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
33% (97)		40%(83)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Hiring/promotion of two teachers new to	Monitor progress of 8th grade curriculum.	Principal/Designee, Science Coach,	CWT	Middle School Cluster Learning

1	the district 7th and 8th grade curriculum.		8th grade teachers, Site mentors	Administrative Team And Teachers Academic Coaches	Schedule Assessment baseline and post test data.
2	Student's prior knowledge is not comprehensive.	Academic Enrichment lessons to occur on non-early release Wednesdays Vertical Articulation through Science PLC	Assistant Principal Science Department chair Science Teachers	Weekly PLC updates	LSA baseline and post test data. District IBA Agenda and Minutes to Principal
3	Parents/community members are not aware of resources available to support achievement in science.	Increase parent involvement through Family Science Night Parent Newsletter distribution at athletic games	Science Department Chair Science Teachers	Weekly PLC updates, Safety Net sessions	LSA baseline and post test data. District IBA Sign-In sheet to verify

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal # 1b:	4
2012 Current Level of Performance:	2013 Expected Level of Performance:
4% (11)	10% (

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2	Limited science fair participation	Require all advanced students to complete science projects.	Science Fair Coordinator Science teachers	Host school science fair Pay for student entry fee into regional science fair.	Project rubric

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal # 2a:	For the 2011-12 JEB Stuart 8th graders will increase achieving proficiency (FCAT Levels 4 and 5) in science from 0% (0) to 5% (14)
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	5% (14)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time for teachers to implement performance based criteria/assessment to meet the needs of higher achieving student learners	Utilize after school time and extended learning opportunities for long term project based learning	Assistant Principal Science Teachers Science Chair	Monitoring of mini assessments based reporting category	Mini assessments Write Score
2	Students lack of experience with high order questioning	Scaffolding questions in assessments to increase cognitive abilities. Science Target lessons for all 8th grade students during the EDGE for 55 minutes every other Wednesday.	Assistant Principal Science Teachers Science Chair	Follow-up assessment that monitor levels of cognitive complexity on mini assessments	Mini assessments Write Score

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment:
Students scoring at or above Achievement Level 7 in science.

Science Goal #2b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
NGSSS 8th Grade Review	8th Grade	Science Coach District PD	8th Grade SLC	Monthly 6 x a year	District IBA LSA	Principal/Designee Science Coach 8th Grade Teachers

FCIM focus lessons	All grade levels	Principal/Designee Science Coach	Science teachers	Four times during school year.	CWT	Principal/Designee Science Coach
V. A. of Big Ideas in grades 6-8	6th, 7th and 8th	Dept. Chair Science Coach School PDF	Science Teachers	Weekly on Tuesday	Lesson Plan Review Data Notebooks	Principal/Designee Science Coach Department Chairperson

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Academic Enrichment Lessons	Purchase materials for implementation and organization.	SAI Funds	\$2,500.00
			Subtotal: \$2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Family Science Night	Handouts, Materials for presentation, Food resources	Title I Parent Grant	\$2,500.00
			Subtotal: \$2,500.00
			Grand Total: \$5,000.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.		Students scoring at Achievement Level 3 and higher will increase from 80% to 90% for the 2012-2013 school year.			
Writing Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
80% (236)		90% (253)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not understand conventions of writing	Use daily warm-ups and closing activities to support proper grammar use. Incorporate writing	English Teachers	Students will write and rewrite assignments.	Students will be evaluated on warm-ups, closing assignments, and

		in various classroom activities			sample writing within their portfolios.
2	All students not increasing level of proficiency	Continue to implement writing instruction at all grade levels in Language arts Students will participate in a 45-minute writing lesson every Tuesday.	English Teachers	PLC Meeting	Students will be evaluated on warm-ups, closing assignments, and sample writing within their portfolios.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	There are no FAA students at JEB Stuart Middle School for the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
*	*

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Civics Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance	

Attendance Goal # 1:	JEB Stuart Middle will increase its attendance rate to 95%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93% (815)	95% (797)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
101	91
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
data not supplied	42

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Having correct parent contact information. Mobility of families with-in our school district	Before school orientation with registration cards completed at that time Teachers building relationships to communicate with parents Parent link and parent portal access	Principal Assistant Principals All teachers	Parentlink communication system	Daily attendance report.
2	Flow of student movement from class to class Having correct parent contact information	Foundations plan for movement Monitor tardies and call parent when 3 or more occur	Principal Assistant Principals	Parentlink communication system	Daily attendance report.
3	Limited monitoring systems in place to keep track of student absences and tardiness	Increase monitoring through administrator offices	Assistant Principals	Analyze weekly attendance records to make sure proper tracking takes place	Attendance reports

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	JEB Stuart Middle School will decrease the total number of suspensions by 10% to 736 (in and out of school), representing 466 students.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
434	391
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
223	201
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
383	345
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School

295						265
Problem-Solving Process to Increase Student Achievement						
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Referrals increase during the time frame of an approaching holiday and on Fridays.	Teachers will teach behavioral expectations.	Assistant Principals Team Leaders	Review of suspension data (grade level, team) Formal and Informal observations	Referral and suspension rates	
2	Lack of student motivation.	Students will be scheduled with specific academic support to meet or exceed identified needs.	Principal Assistant Principals RtI Team	Review of suspension data, student, teacher and parent feedback Review of academic growth as evidenced by (progress reports, report card grades, assessments).	Referral and suspension rates	
3	Lack of consistent behavior expectations school-wide	Implement school wide use of CHAMPS behavior management program	Administration	Discipline data	SESIR rate	
4	Lack of tracking school wide behavior problem areas and no consistent plan for change.	Implement school – wide use of Foundations	Administration	Monitor hall traffic patterns and cafeteria management	Discipline data and SESIR rate	
5	Lack of adults to monitor student movement.	Staggered movement during class change.	Administrators	Discipline data by location and time	Referral rates	

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPS training for new teachers	All grade levels & subjects (new teachers)	Training provided through Schultz Center District Cadre	New teachers	September 2012	Instructional coaches, mentors to observe and review classroom management with new teachers	Assistant Principals Instructional Coaches Department Chairs

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		During the 2012-2013 school year, 50% of the parent population will regularly attend a school-sponsored function			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
Over the course of the 2012 school year, we had between 10% - 30% parents involvement.		The expected level of parent involvement for 2012-2013 is 50%.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ability to keep parents involved due to outside scheduling and work issues.	Connect with parents through email, interest groups and school website	Title I coordinator School Volunteer Coordinator Assistant Principals	Monitoring of Parent Survey and sign-in sheets	Parent Survey and Sign-in sheets
2	Appropriate timing of meeting and parent functions	Continue to increase the number of parents involved at the school level	Principal Assistant Principals	Parent link calling system; On-course Parent surveys feedback	Parent response to year end climate survey.
3	Parents do not know how to be involved and support the school's mission.	AVID program will hold four mandatory parent events Student presentations at SAC/PTA meetings	AVID site coordinator and site team Principal	Attendance Parent feedback Surveys	Participation rate

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM					
STEM Goal #1:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Seventh Grade Algebra students do not pass the EOC.	Double block students with algebra teacher so they also have	Principal	Review interim assessment results to monitor progress	EOC results

		intensified algebra.			
2	Identify a math teacher with high school certification (Math 6 - 12)	Encourage math teachers to add the 6 - 12 certification.	Math Chair Math Coach	Teacher chats during the year.	Certification additions

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	JEB Stuart will adopt a school theme of Early College and Career Preparation with a focus on careers in military science and logistics and establish a team for implementation to offer courses in the 2013 - 2014

school year.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	District Approval	Seek approval from Shared Decision Making and School Advisory Committee	Principal	Receipt of necessary approvals	School Theme Rubric
2	Need for community partnerships, especially with the Naval base and the Port.	Establish a task force to plan for the school theme and develop relationships.	Lead teachers	Review of plans	School Theme Rubric

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CTE Goal(s)

Additional Goal(s)

Safety Goal Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Safety Goal Goal Safety Goal Goal #1:	Create a school culture in which at least 95% of student will indicate on 2012-2013 School Climate Survey that they feel safe at JEB Stuart Middle School.
2012 Current level:	2013 Expected level:
91% (800)	95% (797)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Community issues	Develop relationships with students Develop an effective mentoring program Organize structured movement within the building	Principal Assistant Principal School and Culture Action Team Members	School discipline assemblies to assess student perceptions	Student climate surveys

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Safety Goal Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Academic Enrichment Lessons	Purchase materials for implementation and organization.	SAI Funds	\$2,500.00
				Subtotal: \$2,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Agile Mind for Algebra 1	District authorized web- based program	Title 1 funds	\$15,000.00
				Subtotal: \$15,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	TDE for planning	Release time for teachers	General Budget	\$3,000.00
				Subtotal: \$3,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Family Science Night	Handouts, Materials for presentation, Food resources	Title I Parent Grant	\$2,500.00
				Subtotal: \$2,500.00
				Grand Total: \$23,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	-----------------------------

Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

[View uploaded file](#) (Uploaded on 1/9/2013)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Funds will be used for student, faculty, and staff incentives; school safety; and inauguration of the CHOICE theme of early college and career awareness for the school.	\$6,500.00

Describe the activities of the School Advisory Council for the upcoming year

SAC will meet monthly to discuss the concerns of the parents and community. The council will conduct surveys to assure compliance and serve as a resource to the school and the principal.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Duval School District J. E. B. STUART MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	53%	47%	80%	23%	203	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	60%	60%			120	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	73% (YES)	63% (YES)			136	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					459	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Duval School District J. E. B. STUART MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	51%	53%	87%	26%	217	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	60%	68%			128	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	68% (YES)	70% (YES)			138	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					483	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested